

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b>Quality Text:</b> <b>Charlotte's Web</b> E.B White</p> <p><b>Poet Focus:</b> Michael Rosen</p> <p><b>Non-fiction Links:</b> Layers of Looking- Ian Fennelly</p> <p>DK Find Out About Spiders and various other farm animals</p>	<p><b>Quality Text: Coming to England</b> Floella Benjamin</p> <p><b>Poetry Focus:</b> Structured Poetry- Limericks</p> <p><b>Non-fiction Links:</b> You Are Awesome- Matthew Syed</p> <p><i>Under the Canopy</i> <i>Iris Volant</i></p> <p>Botanicum Kathy Willis &amp; Katie Scott</p> <p><i>I love this Tree</i> <i>Anna Claybourne</i></p> <p><i>Do plants really eat insects?</i> <i>Thomas Canavan</i></p> <p><i>The Geography of North America</i></p> <p>Everything and Everywhere Marc Martin</p>	<p><b>Quality Text: Voices in the Park</b> Anthony Browne <b>Hansel and Gretel</b> Anthony Browne</p> <p><b>Poetry Focus:</b> Poetry Enjoyment- poems to perform- Julia Donaldson</p> <p><b>Non-fiction Links:</b> The Street Beneath my Feet Charlotte Guillian</p> <p>A Rock is Lively Diana Hutts Aston</p> <p>The Rock Factory Jaqui Bailey</p> <p>What the Roman's Did for Us Alison Hawes</p> <p>So you think you've got it bad – The Romans Chae Strathie</p>	<p><b>Quality Text: The Angel of Nitshill Road</b> (RR) Anne Fine</p> <p><b>Poetry Focus: Free Verse-</b> What if... Mandy Coe</p> <p><b>Non-fiction Links:</b> A World of Cities- James Brown</p> <p>London Maps- Guy Fox Atlas</p> <p>The Cities Book- Lonely Planet</p> <p>United Kingdom: Travel for Kids</p> <p>Maps of the UK-Rachel Dixon</p>	<p><b>Quality Text: Who let the Gods Out-</b> Maz Evans</p> <p><b>The Orchard Book Of Greek Myths-</b> Saviour Pirotta</p> <p><b>Poetry Focus:</b> The Lost Words- Specific Pages</p> <p><b>Non-fiction Links:</b> A Visitors Guide to Ancient Greece- Usborne</p> <p>Greek Gods and Heroes Greek Mythology Donna Jo Napoli</p> <p>So you think you've got it bad – Ancient Greece Chai Strathie</p> <p>Ancient Greece in 30 seconds- Cath Senker</p> <p>Light, shadows, mirrors and rainbows- Natalie Myra Rosinski</p>	<p><b>Quality Text: The Firework Maker's Daughter</b> Philip Pullman</p> <p><b>Poetry Focus:</b> Structured Poetry- Clarihews</p> <p><b>Non-fiction Links:</b> A River- Marc Martin River Story Meredith Hooper Flood?</p> <p>The River- and the Epic Journey to the Sea- Hanako Clulow</p> <p>Where on Earth- Rivers- Susie Brooks</p> <p>Rivers Ruth Thompson</p>

					<p>Light and dark Anna Claybourne</p> <p>Boom ! Science – Light Georgia -Amson Bradshaw</p>	
<b><i>Maths</i></b>	<p><b>Basic Skills:</b> Fluent in Five</p> <p><b>Number and Place Value:</b> Numbers to 1000, <b>Calculations:</b> Addition and Subtraction.</p>	<p><b>Basic Skills:</b> Fluent in Five</p> <p><b>Calculations:</b> Multiplication and Division.</p>	<p><b>Basic Skills:</b> Fluent in Five</p> <p><b>Measurement:</b> Length <b>Measurement:</b> Mass <b>Measurement:</b> Volume.</p>	<p><b>Basic Skills:</b> Fluent in Five</p> <p><b>Measurement:</b> Volume continued <b>Measurement:</b> Money <b>Measurement:</b> Time.</p>	<p><b>Basic Skills:</b> Fluent in Five</p> <p><b>Measurement:</b> Time continued <b>Statistics:</b> Picture and Bar Graphs, <b>Fractions:</b> Fractions.</p>	<p><b>Basic Skills:</b> Fluent in Five</p> <p>Fractions continued, <b>Geometry – Properties of Shapes:</b> Angles <b>Geometry: Properties of Shapes:</b> Lines and shapes <b>Measurement:</b> Perimeter of figures.</p>
<b><i>Science</i></b>	<p><b>Plants</b> -Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers -Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p>	<p><b>Plants-</b> continue from autumn 1</p>	<p><b>Rocks and Minerals</b> -Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -Describe in simple terms how fossils are formed when things that have lived are trapped within rock -Recognise that soils are made from rocks and organic matter</p>	<p><b>Animals Including Humans</b> -Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat -Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p><b>Light</b> -Recognise that they need light in order to see things and that dark is the absence of light -Notice that light is reflected from surfaces -Recognise that light from the sun can be dangerous and that there are ways to protect their eyes -Recognise that shadows are formed when the light from a light source is</p>	<p><b>Forces and Magnets</b> -Compare how things move on different surfaces -Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance -Observe how magnets attract or repel each other and attract some materials and not others -Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet,</p>

	-Investigate the way in which water is transported within plants -Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal						blocked by an opaque object -Find patterns in the way that the size of shadows change.	and identify some magnetic materials ☐ describe magnets as having 2 poles -Predict whether 2 magnets will attract or repel each other, depending on which poles are facing	
<i>RE- Come and See</i>	<b>Domestic Church-family</b>	<b>Baptism/confirmation belonging</b>	<b>Advent/Christmas loving</b>	<b>Local church community</b>	<b>Eucharist relating</b>	<b>Lent/Easter giving</b>	<b>Pentecost serving</b>	<b>Reconciliation Inter-relating</b>	<b>Universal Church world</b>
	<b>Homes</b> God’s dream for every family	<b>Promises</b> Promises made at Baptism	<b>Visitors</b> Advent: waiting for the coming of Jesus	<b>Journeys</b> Christian family’s journey with Jesus	<b>Listening &amp; sharing</b> Jesus gives himself to us in a special way	<b>Giving all</b> Lent a time to remember Jesus’ total giving	<b>Energy</b> Gifts of the Holy Spirit	<b>Choices</b> The importance of examination of conscience Sacrament of Reconciliation	<b>Special places</b> Holy places for Jesus & the Christian
<i>History and Geography</i>	<b>History- a local history study</b>		<b>Geography- locational and place knowledge</b>	<b>History- the Roman Empire and its impact on Britain</b>		<b>Geography- Locational/ place knowledge and human and physical geography</b>	<b>History Ancient Greece – a study of Greek life and achievements and their influence on the western world</b>		<b>Geography- locational knowledge and human and physical geography</b>
	Dr Duncan		North America			Why is London such a cool place to live?			Rivers including local area- River Mersey
<i>PSHE</i>	<b>Being part of a community</b> Importance of family and community		<b>Celebrating achievement and being resilient</b> <b>*Safeguarding</b> Mental wellbeing and resilience	<b>Exercise</b> How a healthy body and mind improves lifestyle Benefits of being outdoors and who can support us		<b>Safety online</b> <b>*Safeguarding</b> Internet privacy and social media etiquette	<b>What I like</b> <b>*Safeguarding</b> Self-care and pupils’ rights. The importance of respecting others		<b>Stereotypes</b> Attitudes towards boys and girls, research into people who have broken stereotypes and respecting opinions
			Anti-bullying week	Mental health awareness week					

<b><i>Journey in Love</i></b>	<b>Social and emotional</b> Describe and give reasons how friendships make us feel happy and safe			<b>Physical</b> Describe how friendships can break down, repair and strengthen	<b>Spiritual</b> Celebrate the joy and happiness in living in friendship with God and others	
<b><i>PE</i></b>	Teacher led <b>dodgeball</b>	<b>Dance</b> with the LSSP coach	Teacher led <b>gymnastics</b>	Teacher led <b>basketball</b>	Teacher led <b>rounders</b>	Teacher led <b>handball</b>
<b><i>Art and DT</i></b>	<b><u>Art- Drawing</u></b>  Liverpool landmarks- Ian Fennelly	<b><u>DT- Gears and Pulleys</u></b>  Design a machine to fetch water from a well	<b><u>Art- Mosaics</u></b>  Emma Biggs- Look at general mosaic techniques used by Emma Biggs. Roman mosaics	<b><u>DT-Food</u></b>  Making a sandwich snack Designing a healthy lunch plate for school.	<b><u>Art</u></b> 3D Sculpture  Anthony Gormley- Looking at his different sculptures, different techniques used by Anthony Gormley. Create own human sculpture inspired by his art. (wire, foil, clay	<b><u>DT-Textiles</u></b>  Design and make a case for a tablet for the teacher to protect their iPad.
<b><i>Computing</i></b>	<b><u>Information Technology Use of different Software.</u></b> Composing Emails <ul style="list-style-type: none"> <li>Pupils to explore the features of <i>Microsoft Word</i></li> <li>Skills to be used to compose email</li> </ul> <i>Digital Literacy: Children to consider their responsibilities to others online.</i>	<b><u>Computer Science Programming Skill</u></b>  Programming a Game <ul style="list-style-type: none"> <li>Explore sequencing, selection, repetition, inputs and outputs in programs they create.</li> </ul>	<b><u>Computer Science Programming Project</u></b>  Creating a Programming World. <ul style="list-style-type: none"> <li>Pupils to use <i>Kodu</i> to create a programmable world</li> </ul>	<b><u>Information Technology Media</u></b>  Alerting Digital Media <ul style="list-style-type: none"> <li>Pupils to consider how media they see could have been altered.</li> </ul> <i>Digital Literacy; Children consider that all of the media they see could have been altered.</i>	<b><u>Computer Science How Things Work</u></b>  How things work including Networks <ul style="list-style-type: none"> <li>Pupils will learn about networks</li> <li>What hardware is required for networks?</li> </ul>	<b><u>Information Technology Design</u></b>  Publishing Online content <ul style="list-style-type: none"> <li>To learn about graphic design</li> <li>How to publish and promote their own content (links to cross curricular).</li> </ul>

<b>Music</b>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;</p> <p><b>Jazz and Bach</b> Develop an understanding of the history of music.</p> <p><b>Jazz and Baroque music</b> Use and understand staff and other musical notations</p> <p><b>Crotchet, minim, crotchet rest.</b> Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p><b>Spooky Halloween rhythms</b></p>		<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p><b>African Song; Obiswana Sorida</b> Improvise music for a range of purposes using the inter-related dimensions of music</p> <p><b>Mondrian painting as inspiration for improvisation – this was difficult to cover due to lockdown.</b></p> <p><b>Combining rhythm (ta, ti ti, ta a, shush) verses beat – using body percussion and un tuned percussion.</b></p>		<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p><b>Students to read play and perform songs using three notes on tuned percussion;</b></p> <p><b>Hot Cross Buns – harmony line, rhythmic and melodic ostinato, reading from dot notation and improvising within the form AABA.</b></p> <p>Compose music for a range of purposes using the inter-related dimensions of music.</p> <p><b>Students to compose a space themed composition, using all IRD learnt about so far.</b></p>	
<b>MFL</b>	<p><b>Self, family &amp; friends</b> Name,age,feelings, where you live Body parts with definite article Colours <b>Number: 1-10 (in/out of sequence, add)</b></p>	<p><b>School life</b> Objects in pencil case with indefinite article Classroom instructions <b>Number:1-20 (in/out of sequence, number bonds to 20)</b> Further colours including written words linked to Christmas</p>	<p><b>The world around us</b> Days and months Birthdays (saying own and others <b>Number: 1-10 (Read/write) 1-31 (odd and even)</b></p>	<p><b>Animals and home environment</b> Zoo animals Descriptions (Singular adjectival agreement) Dear Zoo story (Join in with simple, repetitive sentences) <b>Number: 1-39 (count in 2s)</b></p>	<p><b>Leisure</b> Sports 1 and opinions (Simple sentences) <b>Number: 1-39 (random order/backwards)</b></p>	<p><b>Summer</b> Jungle animals Exotic fruits &amp; opinions Handa's surprise story (performance: simple, repetitive sentences) <b>Number: 1-39 (calculations, halving/doubling)</b></p>